



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

3535 E. Mayo Blvd, Phoenix, AZ 85050

Paradise Valley Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

High School Achievement Profile ^(a)

2003-04	Highly Performing
2002-03	Highly Performing
2001-02	N/A

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Richard Zielinski
 Schedule : 7:00 AM to 3:30 PM
 Grades : 9-12
 2004 Enrollment : 1888
 Web Address : phs.pvUSD.k12.az.us
 Phone Number : (480) 419-4400
 Fax Number : (480) 419-4412
 E-mail : rzielinski@pvUSD.k12.az.us

Mission

Pinnacle High School is designed to serve as a safe, educational center for lifelong learning. We are dedicated to developing the potential of each individual, encouraging community awareness, and stressing the importance of academic excellence.

No Child Left Behind

Adequate Yearly Progress ^(b)

2003-04	Met
2002-03	Met
2001-02	N/A

School Improvement Status ^(b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü To promote academic excellence.
- ü To encourage the establishment of high expectations for all students in academic performance, community commitment and personal responsibility.
- ü Emphasis on advanced placement skills.
- ü Preparation of all students for success beyond high school graduation.

Enrollment

October 1, 2003 School Year Student Enrollment : 1863
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 267

Instructional Programs

- ü Advanced Placement
- ü ELL
- ü Community Outreach Program
- ü Sports Medicine Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 36 minutes
First Day of School :	8/16/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

Newsletters, school calendar, report cards, electronic attendance reporting. Electronic surveillance system provides a safe campus environment. Student Honoraria, Academic After Hours assistance and tutoring, 100 clubs, competency based guidance, advanced placement classes, on line communication exchange and information.

Parents

To cooperate collaboratively with the school; and support its policies. Report absences; provide appropriate attire in compliance with dress code, provide transportation for out-of-boundary students, encourage support for school-related activities.

Transportation Policy

Paradise Valley Unified School District provides transportation services for all students within our attendance area who live farther than a one and one-half mile radius from the school and for all students with special needs.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Coach of the Year: Girls Lacrosse, Swim, Baseball	2003
ü National Board Teachers (1)	1999
ü America West/Suns Outstanding Teacher Award	2000
ü National School Nurse Certification	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	420	2536	65934	99	99	100	503	503	492	23	28	43	24	20	18	37	34	24	16	18	15
All Students (Prior Year)	405	2301	57534	86	88	91	497	498	491	37	37	46	18	19	16	28	27	23	18	17	15
Female	199	1256	32586	99	99	100	504	503	491	20	28	44	26	20	19	39	33	24	16	19	14
Male	221	1278	33226	100	99	99	501	502	493	26	28	42	23	20	18	35	34	24	16	18	16
African American	12	67	3042	86	96	98	490	484	478	33	52	58	33	18	19	33	28	17	0	2	6
Hispanic	24	326	21740	100	99	100	490	476	475	29	58	63	42	20	17	25	19	15	4	3	5
Asian/Pacific Islander	14	98	1643	100	100	99	523	523	519	7	18	23	14	10	13	43	33	30	36	39	34
American Indian/Alaskan Native	NC	21	4351	NC	100	99	NC	484	472	NC	42	68	NC	16	16	NC	37	13	NC	5	4
White	365	2017	34819	99	99	99	503	506	505	22	23	27	24	21	20	38	36	31	16	21	22
Students with Disabilities	21	228	6507	91	96	100	462	463	456	81	78	83	10	15	9	5	6	6	5	1	2
Students without Disabilities	399	2308	59427	100	99	100	505	505	494	20	25	41	25	20	19	39	35	25	16	19	16
Limited English Proficient Students	14	133	6793	100	100	100	488	474	464	50	67	79	21	12	11	21	13	8	7	8	2
Migrant Students	--	--	708				--	--	469	--	--	72	--	--	15	--	--	10	--	--	3
Economically Disadvantaged	32	375	18745				485	483	475	47	51	64	28	23	16	16	21	15	9	6	5
Non-Economically Disadvantaged	388	2161	47182				504	506	499	21	24	35	24	19	19	39	36	27	16	21	19

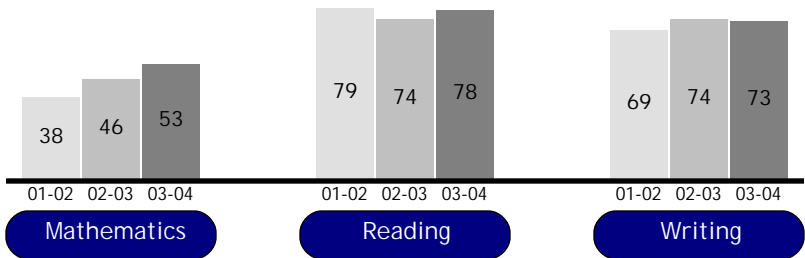
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	416	2564	68162	98	99	100	527	526	509	5	8	18	17	17	24	67	63	51	11	12	8
All Students (Prior Year)	359	2132	56700	77	81	89	524	527	512	8	7	15	18	17	23	61	62	52	13	14	10
Female	196	1261	33509	98	99	100	531	531	513	4	7	15	13	14	23	69	65	52	13	15	9
Male	219	1294	34521	97	98	100	523	521	505	5	9	20	21	19	24	65	61	49	9	10	7
African American	12	67	3163	92	94	99	504	512	497	0	7	22	42	33	30	58	56	46	0	5	3
Hispanic	23	326	22624	92	96	100	504	489	487	22	32	32	22	28	31	52	37	35	4	3	2
Asian/Pacific Islander	14	97	1666	100	100	100	536	531	523	0	3	11	14	16	17	71	68	60	14	12	12
American Indian/Alaskan Native	NC	20	4592	NC	91	100	NC	489	484	NC	20	32	NC	45	37	NC	35	30	NC	0	1
White	363	2035	35727	98	99	100	530	532	526	4	4	7	15	14	17	69	67	64	12	14	12
Students with Disabilities	21	231	6845	88	95	100	481	482	468	33	31	53	43	40	29	24	28	18	0	1	1
Students without Disabilities	395	2333	61317	98	99	100	529	529	512	3	6	15	16	15	23	70	65	53	11	13	8
Limited English Proficient Students	14	138	7152	100	100	100	481	473	464	36	57	57	29	17	31	36	22	12	0	4	0
Migrant Students	--	--	745				--	--	469	--	--	51	--	--	31	--	--	17	--	--	1
Economically Disadvantaged	31	379	19528				501	498	487	23	25	31	32	27	32	42	45	34	3	3	2
Non-Economically Disadvantaged	385	2185	48595				529	530	518	3	5	13	16	15	20	69	66	57	11	14	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	414	2548	67629	97	98	100	543	538	524	10	14	22	16	16	16	72	67	59	1	3	3
All Students (Prior Year)	402	2210	55090	86	84	87	486	488	479	9	9	16	17	18	13	74	73	70	0	0	0
Female	194	1252	33347	97	98	100	562	551	537	5	11	17	9	13	15	85	72	64	2	4	4
Male	219	1288	34151	97	98	99	525	525	512	16	18	27	23	19	18	61	61	54	0	2	2
African American	12	68	3150	92	96	99	516	521	515	17	18	24	17	19	19	67	61	56	0	2	2
Hispanic	23	321	22313	92	94	100	537	484	493	13	38	34	22	18	19	65	43	46	0	1	1
Asian/Pacific Islander	14	97	1659	100	100	100	552	576	564	7	7	11	29	12	12	57	69	68	7	11	9
American Indian/Alaskan Native	NC	21	4528	NC	95	99	NC	497	492	NC	38	35	NC	5	21	NC	57	42	NC	0	1
White	361	2023	35593	98	98	99	545	546	547	9	10	13	16	16	14	74	71	69	1	3	4
Students with Disabilities	22	229	6712	92	95	100	463	468	445	52	48	61	19	18	18	29	34	21	0	1	0
Students without Disabilities	392	2319	60917	98	99	100	547	543	530	8	12	19	16	16	16	74	69	61	1	3	3
Limited English Proficient Students	13	130	6994	100	98	100	516	448	442	23	56	58	15	13	18	62	31	23	0	1	0
Migrant Students	--	--	732				--	--	466	--	--	44	--	--	23	--	--	33	--	--	0
Economically Disadvantaged	31	372	19310				497	493	489	26	32	35	26	20	20	48	47	44	0	1	1
Non-Economically Disadvantaged	383	2176	48278				546	546	538	9	11	17	16	16	15	74	70	65	1	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	100	48	46	37	90	51	52	41	90	54	NA	42
	Language	100	51	48	38	96	50	53	42	94	55	54	42
	Mathematics	100	71	65	56	96	70	68	60	92	76	71	63

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 4 Student(s)

Council Duties

- ü School Safety Issues
- ü Student Responsibility
- ü Tutoring and At-risk Programs
- ü Parent/Educator Relations
- ü Curriculum Development
- ü Written Expression

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	3.00	Teacher	77.00
Other Professional Staff	30.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	22	0	0	0
4 to 6 years	10	8	0	0
7 to 9 years	5	4	0	0
10 or more years	2	27	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	60
Core academic classes taught by Highly Qualified (NCLB) teachers.	281
Teachers with Emergency Certificaton.	3

Resources Available at School Site

Special Facilities

- ü Computer and Technology Labs
- ü Information Technology Center
- ü Lecture/Activity Pods

Extracurricular Activities

- ü Interscholastic Sports
- ü Student Clubs
- ü Pioneer Pride
- ü Anytown Retreats
- ü National Honor Society
- ü Key Club
- ü Student Government/Leadership

Social Services

- ü After School Tutoring Program
- ü Counseling Services
- ü Health Services
- ü Community Classes
- ü Crisis Intervention

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü We have increased our student population and have accommodated their academic needs in elective and required areas.
- ü We are implementing a mentor program for freshmen students using upper classmen. Mentors assist with clubs, academics, and various problems freshmen face as they transition into high school.
- ü Our teaching staff also works as academic advisees to assist students to plan for the future. They bond with students to encourage personal self esteem and promote academic challenge.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	97	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	94			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

No MAP data found for this school.

The MAP is an elementary school (Grades 2-8) indicator only.

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We have participated in SWAT Team training with police, fire and medical personnel. We practice fire, and lockdown drills. Surveillance cameras and security personnel are used throughout the school with supervision by administration.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Richard Zielinski	(480) 419-4400
Transportation Policy	Jeffrey Cook	(602) 493-6320
Community Resources	Counseling Department	(480) 419-4400
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Pinnacle Booster Club	(480) 419-4400
Student Health/Nurse	Linda Moskowitz	(480) 419-4414

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.